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ABSTRACT

The goal of this teaching guide is to help students develop a positive self-image, behave as responsible individuals, and accept differences in order to have the tools to challenge the forms of prejudice and discrimination that confront society. The Holocaust and continuing genocides are prejudice in its most extreme form. The Holocaust raises the most serious questions and concerns about the nature of human behavior; the role of the perpetrator; the bystander; and the victim. The goals of the lessons and activities are to raise the level of awareness, critical thinking skills, and problem solving techniques through dilemmas, readings, and discussions. Teachers can decide which lessons to use based on the level of maturity of the students. The guide consists of lesson plans and activities, professional resource materials, and suggested resources for obtaining additional materials. The units are developed by grade levels and topics and include: (1) Grades K-2: "Learning How to Be Friends"; (2) Grades 3-4: "Communities Are People"; (3) Grades 5-6: "People Are People"; and (4) Grades 7-8: "Choosing to Make a Better World." (EH)

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CARING MAKES A DIFFERENCE

Responding to Prejudice, Genocide and The Holocaust

A K-8 Curriculum

by Peppy Margolis

Associate Authors:
Carol D'Alessandro
Helen Simpkins

SO 025 755

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I want to thank my many students who participated in the study of the Holocaust, Genocide and Prejudice Reduction, for the last six years. They have continually inspired me, challenged me, motivated me, and given meaning to my purpose in teaching this course.

This guide could never have been complete without the patience and support of my family: my husband, Ira; and daughters, Lisa and Loryn. I would like to express my appreciation to my parents, David and Sarah. As survivors of the Holocaust, they suffered great losses and endured much pain. I have accepted my legacy, which is to bear witness. I hope that future generations will know the truth, understand the truth, and tell the truth about the Holocaust.

Peppy Margolis

Rationale

It is our goal in preparing this curriculum guide, to help our students develop a positive self-image, behave as responsible individuals, and accept differences. We need to give our children the tools to challenge the forms of prejudice and discrimination that confront all of us. Prejudice needs to be understood in all its dimensions and implications. The Holocaust and continuing genocides are prejudice in its most extreme form.

The Holocaust raises the most serious questions and concerns about the nature of human behavior; the role of the perpetrator; the bystander; and the victim. We need to examine the complex human values that lead to choices in behavior and the consequences of those choices.

As teachers we can help influence the development of our students' social attitudes and values. Children in grades K-8 are flexible and relatively open to new relationships and experiences. They are receptive to learning about cultural, racial, ethnic, and religious differences in our society and how we can be enriched by each other's strengths and differences. It is important to develop tolerance, cooperation, understanding and acceptance in our students so they will become more empathetic and humane adults.

The various classroom lessons and activities are aimed at raising the level of awareness, critical thinking skills, and problem solving techniques through dilemmas, readings, and discussions. These activities are recommended for the elementary and middle school years. The teacher should decide which lessons are appropriate for his/her time frame and the maturity level of the student.

It is our hope that the students will be able to function more sensitively and thoughtfully in this diverse society. Change is not easy; but, through our efforts, we can challenge our students to make choices of behavior which will be beneficial in creating a positive society where they can make a difference in establishing a better world.

Notes to the Teacher

1. This curriculum uses a multimedia approach including instructional activities, materials, lesson plans, and bibliography. As a multi- disciplinary curriculum the numerous activities can be applied to social studies, history, language arts, literature, art and music.

2. Within the units for the various grade levels there are several activities appropriate for the objectives. In selecting those activities which fit your class and schedule best, we suggest using the materials highlighted by our accompanying lesson plans.

3. Many of the diverse inter-disciplinary activities can be done independently in a Prejudice Reduction Learning Center using a student contract. Several lessons require sufficient time for class discussions and student reactions. Often we need to "debrief" our students or there can be unresolved feelings and misunderstandings which create or reinforce prejudicial attitudes.

4. Students should be encouraged to keep their own journal during their study of these units. Younger children may express their feelings and reactions through drawings. The journal is a useful tool for recording, reacting, and responding to one's feelings and watching one's own growth through study.

5. You may wish to invite parents and administration to participate.

6. In this curriculum the units begin with an emphasis on understanding and appreciating ourselves and others. As students gain a greater awareness of the pain caused by prejudiced behavior, the study of the Holocaust and genocide is gradually introduced with sensitivity and empathy.

7. We hope that your use of these lessons and materials will be an enriching experience for yourself and your students. Through caring and understanding we can all make a difference.

Thank you for caring,

Peppy Margolis
Carol D'Alessandro
Helen Simpkins

Sample Lesson Plans List

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GRADES K-2 LEARNING HOW TO BE FRIENDS

Goal: People are different, and those differences make each of us special.

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
The student should be able to:		
Recognize differences.	Activity 1, Part 1: "The Way We Look- Differences"	*The Wonderful World of Difference* Program Anti-Defamation League of B'nai B'rith; ADL Activities folder. Hereafter referred to as "WWD"
	Activity 5: "We Make a 'Me-Bag'"	
	Activity 23: "Symbolic Colors"	*"Teacher, they called me a ----!"*
	Activity 45: "Bulletin Board: IS ONE BETTER THAN THE OTHER? NO, JUST DIFFERENT"	*Deborah A. Byrnes (ADL)* *Prejudice and discrimination in the class.*
	Read book, show illustrations, and discuss differences between self and others.	*Why Am I Different?* - *Norma Simon*
Understand that there are strengths in differences.	Read this Russian folk tale to students. Follow Up: Have each student bring picture of self or have the teacher take a picture of each student. Have the students make a list of 3 good qualities to be displayed under their picture.	*Everyone Is Good for Something* - *Beatrice S. DeRegniers*
	Read and ask: How can self pride be balanced with appreciation of other's talents.	*I'm Terrific* *Majorie Weinman Sharmat*
	Multicultural and multidiscipline activities for primary grades.	*US: A Cultural Mosaic (ADL)*
Accept the differences.	List the messages found in lyrics. Discuss: What is the title telling us?	*Song; "We Are the World" by Michael Jackson and Lionel Richie*
	Read and discuss. See Sample lesson plan.	*Sneetches* - *Dr. Seuss, Random House*
	Activity 46: "Bulletin Board: 'I'm O.K., You're O.K.'"	*"Teacher, they called me a ----!" (ADL)*
	Chapter 9: Bibliography listing according to age reading level. Have student read a book.	

GRADES K-2 LEARNING HOW TO BE FRIENDS

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Accept the differences.	Follow up: Have student tell, write, or illustrate how it taught the acceptance of differences.	
	Grade K - role playing activity. See Activity Appendix.	*"The Tree House" American Guidance Service, Inc., Circle Pines, Minn.*
Identify the differences in people and explain how each difference enriches us.	Activity 20: "We Can Help Each Other Value Differences" Discuss: What nice things did you discover about a person by keeping the contract?	WWD
	Read and show illustrations. Discuss: How does Margaret's special skill earn her the respect of her classmates?	*The Balancing Girl - Berniece Rabe*
	Follow Up: Invite someone from an organization to sensitize students to disabilities.	*Speaker from Easter Seal or Society for the Blind*
	Chapter 3: "Disabilities" Choose an activity suitable to grade level.	*"Teacher they called me a ----!" (ADL)*
	Free 90 minute puppet show on disabilities.	*"The Kids on the Block" - New Jersey Department of Human Services*
Recognize those things all of us share in common.	Activity 1: "The Way We Look - Differences and Similarities" Part 2 Student names 3 ways he/she and his/her partner are the same.	WWD
	Activity 11: "Our 'Me-Bags" Show Both Our Differences and Similarities" Follow Up: Activity 5.	WWD
	Unit 1: Who Am I? Filmstrip 3, "People Packages" View and discuss how each one of us is unique and valuable.	Kindle Series
Understand how words can hurt or can make us feel good	Unit 3: "Getting Along" How can we learn more about ourselves and each other so that we can get along?	Kindle Series
	Unit 4 "Mixing In" How can you be yourself and get along with others?	

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GRADES K-2 LEARNING HOW TO BE FRIENDS

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Understand that feelings are neither right or wrong.	Activity 2: "The Way We Feel" -Differences and Similarities Activity 4: "Sometimes We Feel Afraid of Difference" Activity 6: "Our Experiences and Feelings Are Different" Activity 7: "We Share Some Experiences and Feelings" Grade 2 - Students answer questions about a first day at school.	*The Wonderful World of Difference (ADL)*
	Storybook activity, parent guide, cassette, and song sheet.	*Feelings: Dealing with Feelings from The Feeling Fun House Series*
Understand his/her actions do affect self and others.	Unit 5: How Can I Tell? Student uses non-verbal communication and body language to communicate feelings.	*Kindle Series*
	Read and discuss two books about making and keeping friends. Storybook activity, parent guide, cassette, and song sheet.	*Lair of the Jade Tiger and A Lasting Friend* *Both from The Feeling Fun House Series*
	Complete the selected pages of activities on differences and friendship. After the class discusses the individual student's work and thoughts, have students place their pictures on a Bulletin Board of "Friendship".	*Our Umbrella of Friendship (ADL)* *The activities in this workbook are appropriate for many lessons throughout this unit.*

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Lesson Plan for Sneetches, Grades K-2

Objectives: The student should be able to:

- Recognize differences.
- Understand that there are strengths in differences.
- Accept the differences.

Materials:

Book: Sneetches and Other Stories by Dr. Suess

Activities: Read the book or see the video.

Discussion questions:

1. Who are the Sneetches?
2. How are they different?
3. How many groups of Sneetches are there?
4. What does the star mean to the Sneetches?
5. How can they all look alike?
6. What happens when they all have the stars?
7. Do the Sneetches want to be alike?
8. What do they do to look different?
9. How do the Sneetches behave when the stars are mixed up?
10. What did the Sneetches learn?
11. What did you learn about the way the Sneetches behaved?

Summary:

Draw pictures of the Sneetches for a bulletin board.

Write feelings about the story.

See Activity 46 of "Teacher they called me a ----?" by Deborah Byrnes, Anti-Defamation League of B'nai B'rith.

GRADES K-2

Books

DeRegniers, Beatrice Schenk. Everyone Is Good for Something. Houghton/Clarion, Boston, 1980.
Based upon an old Russian folktale which emphasizes the significant point about the importance of everyone.

Klonsky, Ruth L. and Elaine R. Gerson. Our Umbrella of Friendship. Anti-Defamation League of B'nai B'rith, New York, 1989.
This activity book for young children encourages them to appreciate the diversity of our human society while they develop their skills of observation, understanding, and self-expression through the completion of the 24 activities.

Rabe, Berniece. The Balancing Girl. E.P. Dutton, New York, 1981.
Despite her handicap, Margaret's special skill helps her earn money for the school and the respect of her classmates. More emphasis is placed on Margaret's creativeness and strong personality than on her handicap.

Seuss, Dr. The Sneetches and Other Stories. Random House, 1961.
This volume has become a classic tale for children and contains valuable lessons on the dangers of prejudice and discrimination.

Sharmat, Marjorie Weinman. I'm Terrific. Illustrator: Kay Chorao. Holiday House, New York, 1977.
Teddy bear's self-pride and arrogance give way to appreciation of the skills and talents of others.

Simon, Norma. Why Am I Different? Whitman, New York, 1976.
The importance of appreciating the differences between self and others.

U.S.: A Cultural Mosaic. a Multicultural Program for the Elementary Schools. San Diego Public Schools. Anti-Defamation League of B'nai B'rith, New York.
A multigrade, multicultural, multidiscipline program that helps the child see that differences are positive and add interest and richness to life.

Audiovisual Materials

Dealing With Feelings. Family Skills, Inc., Dallas, Texas, 1985. A cassette and filmstrip series.

Feelings. Family Skills, Inc., Dallas, Texas, 1985. A cassette and filmstrip series.

The Feeling Fun House. Family Skills, Inc., Dallas, Texas, 1985. A cassette and filmstrip series.

Kindle. Inside Out Productions, Inc., Pleasantville, New York. Scholastic Magazine, Inc., Englewood Cliffs, New Jersey, 1974. A cassette and filmstrip series.

The Tree House. American Guidance Service, Inc., Circle Pines, Minnesota, 1970.

The Kids On the Block. Department of Human Services, Division of Developmental Disabilities, 222 South Warren Street, 3rd Floor, CN 700, Trenton, NJ 08625.
Large and colorful puppets are brought to the school by two professional educators. Children learn about disabilities such as blindness, deafness, mental retardation, learning disabilities, and cerebral palsy in an innovative way during this live performance.

GRADES 3-4 COMMUNITIES ARE PEOPLE

Goal: Each person is strengthened and enriched by the differences he/she finds and accepts in others.

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
The student should be able to:		
Identify physical characteristics of themselves and others.	Activity 47: "Why We All Look Different" Activity 24-28: Skin, hair, eye color	*"Teacher, they called me a ----!" (ADL)*
	View film of third grade classroom experiment showing effects of prejudice. Refer to the discussion guide.	*Eye of the Storm (ADL)*
	View filmstrip showing that no one is like anyone else.	*Behind the Mask (ADL)*
	View filmstrip 1: "Prejudice" about physical disabilities. Why do we have difficulty accepting those with disabilities? Follow Up: How can we learn to see and respond to them without prejudice?	*Exploring Moral Values - Series*
Identify cultural contributions of many people.	Choose from several main categories to show scope of contributions. Begin with check list: "Ethnic Groups in the U.S." See Sample Lesson	*Ethnic Pride - Gerta Lipson and Jane A. Romatowski*
	I. Calendars II. Ethnic Foods A. Foods obviously from ethnic origins B. Ethnic restaurant list or visit C. Popular U.S. food's ethnic beginnings D. Utensils used in ethnic cooking E. Cooking demonstrations by adult F. Sweets Tasting Day G. Tasting Day	*See Activity Appendix*
	III. Language and Literature A. Word origins B. Authors and literature C. Famous quotations	*Oxford English Dictionary or Etymology dictionary* *Familiar Quotations - John Bartlett* *Nobel Prize Winners Book*
	IV. Famous People	

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OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Identify cultural contributions of many people.	V. Fine Arts - Folk Arts A. Folk Tales B. Music 1. Instruments of foreign origin 2. Important musical figures and pieces 3. Popular singers from ethnic groups C. Art 1. Art froms from various countries 2. Famous art works and artists D. Dance 1. Ethnic dances 2. Famous dancers	
	VI. Games and Toys	*Games of the World* - *Frederick v. Grunfeld*
	Select and use appropriate multicultural posters and activities.	*"Multicultural Children of the World Poster Set"* *"Children Around the World" classroom activities*
	View filmstrip 2: "Prejudice" about Nationality and Cultural differences	*Exploring Moral Values*
Recognize those things we give to others.	Activity 41: "People as Presents"	*"Teacher, they called me a ----?" (ADL)*
	Activity Book	*Individual Differences (ADL)*
	Read from this collection of poems and art by children of the Camp Terezin. Follow up: Have student create original art and writing	*I Never Saw Another Butterfly* - *Hana Volavkova*
Understand the affects of our words and actions on others.	Activity 3: "The Way We Act - Differences and Similarities" Activity 18: "We Should Respect Each Other's Differences" Activity 19: "What Can Be Done About Discrimination"	*The Wonderful World of Difference* *Activities 18 and 19 are a combined activity of short story and discussion questions.*
	Read and discuss Chapter 5 only. See Sample Lesson Plan	*Soup* - *Robert N. Peck, Chapter 5 only*
	Movie or book. For discussion, see Sample Lesson Plan	*Molly's Pilgrim* - *Barbara Cohen*

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GRADES 3-4 COMMUNITIES ARE PEOPLE

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Understand the effects of our words and actions on others.	Read and discuss. See Sample Lesson Plan.	*The Number on My Grandfather's Arm*
	View first part of film, up to banishment. (The symbolism and long musical interludes thereafter are not suited to this age.) Ask: How does Oblio feel when he is separated from the town because he looks different?	*The Point* - Harry Nilsson *Animated story about a boy who is born with a round head in the land of pointed heads.*
	Read and compare the feelings and actions of the animals in the forest fire to the terrible destruction of human life during the Holocaust. How does each show hope and courage in rebuilding?	*Promise of a New Spring: The Holocaust and Renewal* - Gerda W. Klein
	Read and discuss the historical development of the Holocaust.	*Remember Not to Forget* - Norman H. Finkelstein
	Read and discuss how the children suffered. Many were lonely, hungry, afraid, cold. Have you ever seen a homeless person? How do you feel about the children who were homeless during the Holocaust?	*The Children We Remember* - Chana Byers Abells
Recognize and accept that each person is responsible for his/her behavior.	Activity 20: "We Can Help Each Other Value Differences". A positive action contract.	*The Wonderful World of Difference* (ADL)
	Discuss themes of stealing, politeness, responsibility, and telling truth.	*Values Program* - Eye Gate House *6 filmstrips and 3 cassettes.*
	Student examines and labels values: behaving responsibly toward one's family, friends, and community. Filmstrips 4 to 7 "Personal Values" Filmstrips 12 to 15 "Honesty"	*Exploring Moral Values* - filmstrips
	Read and discuss: What choices did Rose make? What happened to Rose? Is Rose the type of person you would like to be?	*Rose Blanche* - Robert Innocente
	Read and discuss: How did Ben Edelman, his family, and friends plan to save the children of the Lodz Ghetto?	*The Boys Who Saved the Children* - Margaret Baldwin

Lesson Plan for Ethnic Pride, Grades 3-4

Objectives: The student should be able to:

- Understand cultural contributions of various ethnic groups

Materials:

Book: Ethnic Pride by Greta Barclay Lipson and Jane A. Romatowski, (A Good Apple Book for Grades 4-9), Good Apple Inc., Box 299, Carthage IL 62321-0299, 1983.

- Books of Novel Prize and Pulitzer Prize winners
- Newspapers and ethnic magazines
- Oxford English Dictionary or etymology dictionary
- 3x5 cards and colored paper

TIME-SAVING OUTLINE GUIDE TO ACTIVITIES for Grades 3-4

Begin with "Ethnic Groups in the U.S." check list p. 8.

I. Calendars - p. 49, Act. 1; p. 50, Act. 3
II. Ethnic Foods
  A. Foods obviously from ethnic origins - p. 63, Act. 1.
  B. Ethnic restaurant list or visit - p. 63, Act 2.
  C. Popular U.S. food's ethnic beginnings - p. 64, Act. 8.
  D. Utensils used in ethnic cooking - p. 64, Act. 5.
  E. Cooking demonstration by adult - p. 64, Act. 6.
  F. Sweets Tasting Day
  G. Tasting Day — See Additional Activities
III. Language and Literature
  A. Word origins — See Additional Activities
  B. Authors and literature — See Additional Activities
  C. Famous quotations - p. 107, Act. 15.
IV. Famous People — See Additional Activities
V. Fine Arts - Folk Arts
  A. Folk Tales
  B. Music
    1. Instruments of foreign origin - p. 94, Act. 2.
    2. Important musical figures - p. 97, Act. 9.
    3. Popular singers from ethnic groups - p. 96, Act. 5.
  C. Art
    1. Art forms from various countries - p. 97, Act. 8.
    2. Famous art works and artists - p. 97, Act 7.
  D. Dance
    1. Ethnic dances - p. 95, Act. 3.
    2. Famous dancers - p. 95, Act. 4.
VI. Games and Toys - p. 124, Act. 2.

ADDITIONAL ACTIVITIES

ETHNIC FOODS - Sweets Tasting Day

Materials: List of ethnic sweets and recipes if students do not have resources at home (marzipan, halvah, crusciki, lokoom, taiglach, zeppole). List from school nurse of any students who are diabetic. Napkins, glasses, water, 3x5 cards.

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Lesson Plan for Soup, Grades 3-4

Objectives: The student should be able to:

- Understand the effects of our words and actions on others.
- Recognize and accept that each person is responsible for his/her behavior.

Materials:

Book: Soup by Robert Newton Peck. New York: Dell Publishing Do., Inc. 1974.

Activities:

Read Chapter 5, pages 41-47. The focus will be on page 44: "Cheating Mr. Diskin".

Discussion questions:

1. Who are the two boys in this Chapter?
2. What are they planning to do to Mr. Diskin?
3. Do they like Mr. Diskin?
4. Why do they want to cheat Mr. Diskin?
5. How do you feel about their plan?
6. What would you do?
7. How did the boys express their prejudice?
8. How were the boys influenced by what other people told them

Summary:

Have you ever been influenced by other people and then discovered that they were wrong?

What are some of the misconceptions and stereotypes we have about other people?

What is Prejudice? Can we define this term?

Have you ever experienced prejudice?

Have you ever behaved in a prejudicial manner towards other people?

Follow Up: See the ADL materials: "Wonderful World of Difference, Activities: 18-20.

"Teacher, they called me ——!" Activities 41 and 47.

Behind the Mask

Molly's Pilgrim, see Lesson Plan

Lesson Plan for Molly's Pilgrim, Grades 3-4

Objectives: The student should be able to:

- Identify physical characteristics of themselves and others.
- Identify cultural contributions of many people.
- Recognize those things we give to others.
- Understand the affects of our words and actions on others.
- Recognize and accept that each person is responsible for his/her behavior.

Materials:

Video: Molly's Pilgrim available for rental from ADL

Book: Molly's Pilgrim by Barbara Cohen. New York: Lothrop, Lee & Shapard Books, 1983.

Activities: Read the book or see the video.

Discussion questions:

1. Where did Molly and her family live before they came to America?
2. Describe Molly's appearance. How was she different than her classmates?
3. List some of the cultural traditions in Molly's home?
4. How did the classmates behave towards Molly? Give examples of their behavior. Are they prejudiced?
5. Does Molly have friends? Why, or why not?
6. Is Molly happy in her new home?
7. How does the teacher help Molly in the classroom?
8. Describe Molly's Pilgrim? How is it different?
9. How does the class respond to Molly's Pilgrim?
10. What does Molly's Pilgrim symbolize?
11. What lesson can be learned by the class, from Molly, her family and the Pilgrim?

Development:

Discuss the settlement of the Pilgrims in America for religious freedom.

Discuss the holiday of Thanksgiving which is based on the Jewish holiday of Succot.

What are other examples of cultural contributions by other people? See Lesson Plan for Ethnic Pride.

Define prejudice.

Have you ever felt alone or lonely because the group did not include you? What are some of the reasons that people are made to feel different? How can we be accepted?

Follow Up: See the ADL materials: "Teacher, they called me a ----!" Activities 47, 41, 24-28.

Lesson Plan for The Number on My Grandfather's Arm, Grades 3-4

Objectives: The student should be able to:

- Recognize those things we give to others
- Understand the affects of our words and actions on others.

Materials:

Book: The Number on My Grandfather's Arm by David A. Adler.

For Teacher background information: Never to Forget by Miton Meltzer

The Holocaust. A History of Courage and Resistance by Bea Stadtler

Introduction:

Discussion about our Grandparents:

How do your Grandparents help you?

Where do your Grandparents live?

Where did your Grandparents grow up?

Write a short story about your Grandparents?

Activities: Read the book.

Discussion questions:

1. What does Grandfather do for a living?
2. Where was Grandfather born?
3. What was life like in his village?
4. Where does Grandfather live now?
5. Why does Grandfather where a shirt with long sleeves?
6. How did he get a number on his arm?
7. How did he describe life in the Concentration Camp, Auschwitz?
8. How did Grandfather feel about telling this story?
9. How did the little girl feel about her Grandfather's story?
10. What does she tell her Grandfather about the number?

Summary:

Prepare a family tree.

Draw a picture of your family.

Other books: Promise of a New Spring by Gerda Klein

Remember Not to Forget by Norman H. Finkelstein

GRADES 3-4

Books

Adler, David A. The Number On My Grandfather's Arm. UAHC Press, New York, 1987.
Grandfather, a survivor of the Holocaust, tries to explain the meaning of the number on his arm to his granddaughter.

Baldwin, Margaret. The Boys Who Saved the Children. Messner, Old Tappen, New Jersey, 1981.
A true story of Ben Edelman and his family and friends who plan to save the children of Lodz Ghetto.

Cohen, Barbara. Molly's Pilgrim. Lothrop, Lee & Shepard, New York, 1983.
A story about a 9-year-old Russian-Jewish girl who is not accepted by her classmates because she is different. When she is asked to make a pilgrim for a class project and makes it in the form of a Russian immigrant, the class understands her desire for religious freedom.

Finkelstein, Norman. Remember Not To Forget: A Memory of the Holocaust. Franklin Watts, New York, 1985.
The origins of the Holocaust are explained as anti-Semitism, rise of Nazism, the survivors of the camps who made new lives.

Friedman, Ina R. Escape or Die: True Stories of Young People. Addison-Wesley, Reading, Mass., 1982.
These personal stories illustrate the increasing danger and the many routes chosen by young people in their efforts to escape from the Nazis. A short history of the Jews in each country is given before each story. Although each of the stories tells of a survivor, the horrors of the Holocaust are not minimized.

Innocenti, Roberto and Christopher Gallaz. Rose Blanche. Creative Education, Inc., Minnesota, 1985.
Truly an art book in which the author and illustrator attempt to tell a story through the eyes of a little girl who does not understand war and who cannot accept what she senses is happening, yet reaches out to help other children. An excellent book, but one to be used with great care.

Klein, Gerda Weissman. Promise of a New Spring. Rossel Books, New York, 1981.
The Holocaust, which means destruction and loss of life by fire, is explained by the tragedy of a forest fire which destroys all forms of nature. However, there is rebirth and growth again.

Lipson, Greta Barclay and Jane A. Romatowski. Ethnic Pride. (A Good Apple Idea Book for Grades 4-9). Good Apple Inc., Box 299, Carthage, Illinois 62321-0299, 1983.
Activities and information for exploring and appreciating cultural heritage.

Peck, Robert Newton. Soup. Alfred A. Knopf, New York, 1974.
Two boys cheat Mr. Diskin, a man who has been kind to them. Examines how we are influenced by others and taking responsibility for our own actions and words.

Volavkova, Hana, ed. I Never Saw Another Butterfly. Schocken Books, New York, 1978. (Filmstrip also available.)
The many children's drawings and poetry created in the Terezin Concentration Camp from 1942-1944.

Audiovisual Materials

Behind the Mask. (8-minute 16 mm or video) 1987.

Children Around the World. Classroom Activities. Chasell, Inc., New England School Supply, P.O. Box 1581, Springfield, Mass., 01101.
An activity book that lets children learn through games, recipes, and interesting information from over 30 countries.

Children of the World Poster Set. Chaselle, Inc., New England School Supply, P.O. Box 1581, Springfield, Mass., 01101.
Set of 16 full color photographic posters, each with a scene depicting children of other countries.

Eye of the Storm. (Filmstrips/cassettes, film, or video and discussion guide.)
Based on ABC-TV special. A 2-day experiment conducted by a 3rd grade teacher to show how prejudice can change attitudes, behavior, and performance in the classroom.

Friends Don't Hurt Friends. (7-minute filmstrip/cassette with discussion guide.)
Prejudice can destroy a friendship.

The Point. (videotape) Nilsson House Music Inc., Murakami Wolf Prod. Inc., 1971.
Based on a story by Harry Nilsson, this animated classic tells the story of Oblio, an innocent, sweet-natured boy who was born round-headed in a community of people who have points in a land where everything and everyone has a point. The misfit Oblio is banished to the forest where he has many advenures. Alan Thick, narrator.

Exploring Moral Values. Dr. Louis E. Roths. Warren School Productions, Inc., Prentice Hall Co., Pleasantville, New York, 10570, 1969.
Filmstrip/cassette series which explores the question of moral values.

Values Program. EyeGate Media House. Division of Heiff Jones, Inc., Chicago, IL 60619, 1974.

GRADES 5-6 PEOPLE NEED PEOPLE

Goal: Prejudice hurts each of us as individuals and weakens the group as a whole.

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
The student should be able to:		
Recognize that each of us has traits and attributes in which he/she takes pride.	Choose activities appropriate to group. I. Name II. Family Tree III. Immigration and Geography IV. Special memories, nostalgia, artifacts.	*Ethnic Pride - Grete Lipson and Jane A. Romatowski*
	Listen to song and discuss the meaning of, What is the Greatest Love?	*Song: "The Greatest Love of All"*
	Activity 9: "Our Heritages - Differences and Similarities"	*The Wonderful World of Difference Activities folder (ADL)*
	Cassette, book, and Guide.	*I Have the Power*
Recognize the values that influence each student.	Activity 10: "Our Shared Beliefs as Americans" Activity 12: "America Was Founded on Respect for Differences" Activity 13: "America Is One Nation Made Up of Many Different Groups of People"	*WWD*
	Have students examine personal values. See filmstrips 4-7 "Personal Values".	*Exploring Moral Values - Filmstrip Series*
Identify the sources from which he/she learned his/her values.	Have students discover what they learn from their families by what they do with their families. Activity 8: "Our Families - Differences and Similarities.	*WWD*
	Activity 52: "Religion Word Search"	*"Teacher, they called me a ----!" - Byrnes*
	Listen to song and discuss: how do we learn prejudice? How can we unlearn our prejudice?	*"You've Got to be Carefully Taught" from South Pacific, musical show*
	Have students read and discuss: Why did Anna and her family flee Nazi Germany? What does the pink rabbit symbolize?	*When Hitler Stole the Pink Rabbit - Judith Kerr*

GRADES 5-6 PEOPLE NEED PEOPLE

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Define and give examples of prejudice.	Choose activities to illustrate scapegoating, stereotyping, and discrimination.	*The Prejudice Book* - *David A. Shiman*
	Sports poster set, for Bulletin Board.	*"They Think that Prejudice Is Foul Play" Poster set - ADL*
	View filmstrip: "Friends Don't Hurt Friends". Discuss how racial prejudice and name calling can destroy a friendship.	*Understanding Prejudice (ADL) filmstrip set*
	Imagine that you are Joseph of Judith and keep a Journal of your feelings as you read this autobiography.	*Joseph and Me In the Days of the Holocaust* - *Judith Hoffman*
	Activity 15: "Some Think People in Groups Are All the Same" Activity 18: "We Should Respect Each Other's Differences".	*WWD*
	Activities in Chapter 2: "Learning About Prejudice". Activities in Chapter 7: "Families and Life Style". Activities in Chapter 8: "Gender". Follow Up: View filmstrips: 1,2,3 on various forms of Prejudice.	*"Teacher, they called me a ----!" Byrnes* *Choose activities that suit your class.* *Exploring Moral Values*
Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.	Have students enact parts of one-act play or read and discuss the meaning of the play.	*"Escape" from Shadows of the Holocaust H. Steinhorn*
	Read this "Choose-Your-Own-Adventure-Type" book and keep a Journal of the reasons for making each decision. (Grade 6, only)	*Escape from the Holocaust - Roseman*
	View filmstrips and listen to cassette tapes. Have students list and examine choices of behavior and consequences.	*Project Me - Set of 8 filmstrips and 8 cassettes. "If You Do Something ...Causes and Effects of Behavior".*
	Chapter 2, only. Use Worksheets: "Separating Facts and Feelings".	*Developing Thinking Skills Sarabeth Farney from Scholastic Inc.*

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GRADES 5-6 PEOPLE NEED PEOPLE

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.	View and discuss fictional movie portraying the fact that many nuns in convents took the risk of hiding and sheltering Jewish children during World War II.	*Conspiracy of Hearts - Movie*
Understand that choices have consequences for the individual and for the group.	Activity 14: "The Way We Work Together Makes America Strong"	*WWD*
	View film and discuss themes of: - Jewish resistance - Polish underground - Myth of resettlement See Sample Lesson Plan	*Nightmare: The Immigration of Joachim and Rachel. (ADL)*
	Read Chapters 1-3 for the historical background of post World War I to the rise of Hitler and Nazism during World War II.	*The Holocaust, A History of Courage and Resistance - Bea Stadtler*
	The teacher should select and read poems to the class from this autobiography of a child survivor of Terezin Concentration Camp.	*I Am A Star: Child of the Holocaust - Inge Auerbacher*
	View filmstrip and discuss: How Peter and Brian learn to accept their Vietnamese neighbor, Cheng.	*"Them and Us" from the filmstrip set Understanding Prejudice (ADL)*

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Lesson Plan for Nightmare: The Immigration of Joachim and Rachel (ADL)

Grades 5-6

Objectives: The student should be able to:

- Identify more closely with the events through two children about their age..
- Develop an awareness of Holocaust themes:
  1. Myth of resettlement.
  2. Difficulty of communication and ghetto conditions.
  3. Jewish resistance.
  4. Polish underground

Materials:

Film: Nightmare: The Immigration of Joachim and Rachel 23 min./color/16mm Rental or Purchase Number HRF-697 or HPF-697

A few quotations from authoritative sources on facts.

Five important terms to define.

List of comprehension questions for each segment.

Activities: Show film, stopping after each segment to allow for student questions, to ask comprehension questions, and to read relevant quoted facts. Show film straight through only to students who have had previous historical and social studies background.

Summary:

Have student list the four themes and under each write examples from the film and facts.

Follow Up: Discuss or write additional questions or concerns the film raised.

Define before viewing film:

1. Nazi - *Point out that not all were Germans; some were Austrians, for example.*
2. Aryan - *Teutonic or Nordic peoples, designation based on racist myth.*
3. Resettlement and deportation - *See Meltzer.*
4. Ghetto - *See Stadtler's and Meltzer's books.*
5. "Final Solution" - *This was a top secret decision. Those to be murdered completely were Jews; similarly, gypsies, asocials, and many non-Jewish political enemies were marked for murder. (Hilberg, p. 268.)*

Sources for quotations: (These are also good teacher background resources.)

Dawidowicz, Lucy S., The War Against the Jews 1933-1945, *New York, Bantam Books, 1975.*
Dimont, Max I., Jews, God and History, *New York, New American Library, 1963.*
Hilberg, Raul, The Destruction of European Jews, *New York, Holmes and Meier Publishers, Inc., 1985.*
Meltzer, Milton, Never to Forget, *New York, Dell., 1976.*
Proch, Franciszek J., Poland's Way of the Cross 1939-1945, *New York, Polstar Publishing Corp., 1988 copy.*
Stadtler, Bea, The Holocaust: A History of Courage and Resistance, *New York, Behrman House Inc., 1973.*

Nightmare: The Immigration of Joachim and Rachel

Comprehension Questions (Carol Bednarek D'Alessandro) Nov,. 1988©

1. Why is one part of the movie black and white, and the other color?
2. Where are Joachim and Rachel in the present?
3. Where did they live before? *Show map and location of Poland in relation to U.S. Poland is about the size of Texas. This is important so the student has an idea of the scope of the escape.*
4. How did the parents prepare them for the time the Nazis would come to take them away?
5. Describe how you would feel if you had to stay in hiding while your parents were being taken away?
6. Would you stay in hiding? What might happen to you and them if you came out?
7. Why didn't the parents want the children to be taken away with them? *"'Resettlement for work in the East' was the fundamental lie used to deceive the Jews."* (Dawidowicz, p. 139)
8. What was life like in the ghetto? *Crowded, full of disease, very little food, restricted to stay in area under penalty of death, synagogues burned.*
9. How do Joachim and Rachel survive in the ghetto after their parents are taken?
10. How would feel if you couldn't go out of your town? What would you miss?
11. Who is the man in the building during the shooting? *Jewish resistance fighter.*
12. What does he tell the children to do? *Polish Underground (non-Jews) sometimes helped.*
13. What historical event is going on there? *Warsaw Ghetto Uprising 1943. "Through ingenuity, bribery, and raids the Jews had built a small stock pile of arms – (machine guns, rifles)... for three days the battle raged. In the end it was not the Jews but the Nazis who were forced to retreat. The Jews feverishly prepared for the... counterattack, converting cellars into bunkers, mining the streets, and establishing a maze of connecting passages through the sewers. They expected to hold out a week at most... The Jews resisted for six weeks."* (Dimont, p. 384)
14. How do Joachim and Rachel try to escape outside the ghetto?
15. Where are they sent when they are captured?
16. What are they told on the train about resettlement?
17. How do the people get information about resettlement? *Those very few who escaped, spies,and in the beginning, mail and some telephone.* (Hilberg)
18. Why aren't people sure about resettlement? *No T.V. yet. Radios and phones confiscated. "The penalty for possession of a radio was death."* Dawidowicz, p. 269)
19. Why don't people on the train want Joachim and Rachel to jump off? *People's disbelief of death camps, even when told by those who escaped.*
20. What might the two children have nightmares about for the rest of their lives? *- Parents: Their missing them, their helplessness to do anything, wondering if they suffered before they died. - Hunger and thirst. - Sewer and rats. - Fear of being captured. - Loneliness. - Jumping off speeding train and getting hurt.*

GRADES 5-6

Books

Bernbaum, Israel. I Am A Star Child of the Holocaust. Prentice-Hall Books, A division of Simon and Shuster, Inc., New York, 1986.
An autobiography of a child survivor of Terezin Concentration Camp.

Hoffman, Judy. Joseph and Me In The Days of The Holocaust. KTAV Publishing House, Inc., New York, 1979.
The lives of a brother and sister who are sent to live with Christian Dutch families during the Holocaust express family separation, loneliness, and fear.

I Have the Power. (cassette and book) Self-Dimensions, Texas, 1983.

Kerr, Judith. When Hitler Stole the Pink Rabbit. Coward McCann and Georhegan, New York, 1971.
Judith Kerr was born in Berlin. In 1933, Judith was 9 years old when her family left Germany to escape the Nazis.

Roseman, Kenneth. Escape From the Holocaust. Union of American Hebrew Congregations, New York, 1985.
By making choices, the readers become personally involved in the difficulty of survival. Each story will have a different ending.

Stadtler, Bea. The Holocaust: A History of Courage and Resistance. Behrman House, Inc., New York, 1974.
A good text for students to learn about the history of the Holocaust.

Steinhorn, Harriet. Shadows of the Holocaust. Plays, Readings and Program Resources. Kar-Ben Copies, Rockville, Maryland, 1983.
These plays, readings, and songs are based on the life experiences of the author. They are appropriate for assemblies or services.

Audiovisual Materials

Conspiracy of Hearts. (173 minutes, black-and-white film). Jewish Media Service, New York.
Jewish children escape from a detention camp in Italy in 1943 through the aid of nuns in a convent.

Project Me. Bowmar-Noble, California, 1974.
Set of 8 filmstrips and cassettes on the causes and effects of behavior.

Them and Us. (filmstrip and guide). (From the series Understanding Prejudice.)
Anti-Defamation League of B'nai B'rith, New York, .
Making friends with the "foreigners."

"They Think That Prejudice Is Foul Play." Sports Poster Set. Anti-Defamation League of B'nai B'rith, New York, 1985.

Houston, Whitney. "Greatest Love of All." Album Whitney Houston, Arista Records, Producer Michael Masser, 1985.

"Carefully Taught." South Pacific. RCA/Arioca International, New York, 1958.

GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

Goal: Individual choices and actions influence group attitudes and behavior; the group influences the individual's behavior.

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
The student should be able to:		
Recognize various types of human behavior:	Listen to song and discuss.	*Song: "That's What Friends Are For" - Dionne Warwick*
- Positive	Read and discuss action of righteous gentile during the Holocaust.	*With Raoul Wallenberg in Budapest: Memories of the War Years In Hungary - Per Anger*
- Negative	Activity 5: "Believing 'They' Are All Alike is Stereotyping" Activity 8: "Acting Out Prejudice is Discrimination" Activity 10 and 11: "The Case of the People with Green Hair, Part I & II" Activity 12 to 16: Helps student identify racism, scapegoating, prejudice and the Nazis, and extremist groups.	*Being Fair and Being Free - Activities pamphlet. Anti-Defamation League (ADL) of B'nai B'rith. Hereafter referred to as "BFBF"*
- Bystander	Read novel and discuss or write reaction.	*Friedrich - Hans Peter Richter*
	Case study with discussion questions. Use only "Heidi's Dilemma".	*"Heidi's Dilemma" from The Bystander's Dilemma - Louise Jacobsen and Mary Furlong*
	Listen to song while reading lyrics. Discuss. For lyrics see Appendix of Readings.	*Song: "Sounds of Silence" Simon and Garfunkel*
Understand that behavior reflects individual choices and decisions.	Activity 12: "America Was Founded on Respect for Differences". Why did people choose to come to the U.S.? Divide students into groups of 2 and research according to time periods. Follow Up: Have student report findings to class.	*BFBF*
	Section 2, 10, 11, 12 use lesson plans, dittoes, transparencies.	*Critical Thinking Scholastic Social Studies Skills*
	Read and discuss short stories about the will to survive which often meant resistance.	*Escape or Die: True Stories of Young People Who Survived the Holocaust - Friedman*

GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Understand that behavior reflects individual choices and decisions.	Read and discuss these true stories about people who resisted the Nazis.	*They Fought Back* - *Yuri Suhl*
	Have student choose one of the short diaries from the recommended list and write and/or orally report in the first person. Guide also suggests ways to use in literature, history, etc.	*Holocaust Classroom Library: Teenage Experiences in Nazi Europe* - *8 paperbacks*
	See Sample Lesson Plan	*The Island on Bird Street* - *Orlev*
Evaluate the role of personal values in making choices and decisions.	View movie and discuss. The film fits many of the grades 7-8 objectives.	*Miracle at Moreaux* - *Atlantis Films Ltd. Telefilm Canada in association with WQED - TV Pittsburg, PA. A nun, Catholic students, and a Nazi soldier grapple with many decisions before dediding to attempt saving three Jewish children in Nazi-occupied France.*
	View filmstrip with cassettes, and use plays.	*AGS Transition: Increasing Awareness of Values*
	Read and discuss book about German student movement against Hitler.	*White Rose* (ADL)
	View filmstrip.	*Resistance* (ADL)
	Activity 2: "Our Nation Believes in Fairness to All Kinds of People". Have student examine values that caused people to choose to come to the U.S. Activity 3: "Fairness in Our Laws Is Important". Have student examine values behind changed laws. Activity 17: "Our Common Beliefs as Americans Protect All of Us"	*Being Fair and Being Free* (ADL)
	See Appendix for selections recommended for grades 7-8. Readings and discussion questions from multiethnic sources.	*A Collection of Prose and Poetry on the Theme of Values* ed. *Michael Spring Scholastic Inc.*

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GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Understand the impact of group dynamics on individual choices and actions.	Activity 1: "Each of Us Is a Part of Many Groups" Activity 6: "Unfairness Is Possible When People Are Thought of in Groups" Activity 7: "When We Think 'We' Are Better Than 'They', We Can Be Unfair"	*Being Fair and Being Free* (ADL)
	Listen to song and comment on lyrics.	*Song: "Pressure" Billy Joel*
	Have students identify specific propaganda techniques.	*Propaganda Kit* (ADL) *Practical game kit*
	Read and discuss the effects on a family forced into hiding from the Nazis. What are the many problems that the families in hiding faced? How did this situation change them? What were the problems that Miep Gies faced in hiding them and protecting them?	*Anne Frank: the Diary of a Young Girl by Anne Frank* *There are many resources available relating to Anne Frank, her diary, and the people she knew. Consult Social Studies School Service Catalog for resource.*
	View film showing seduction of Youth into the Nazi movement. Discuss the methods of mind control and brain washing.	*Blood and Honor*
	Read relevant sections and discuss the historical background.	*Never to Forget - Milton Meltzer* *Smoke and Ashes: Story of Holocaust by Barbara Rogasky*
Understand the importance of moral responsibility in making choices.	View movie and discuss the kinds of courage displayed by the righteous gentiles.	*Courage to Care* (ADL)
	Book, cassette tapes and discussion questions are included, about moral dilemmas of human behavior.	*The Holocaust, A Study in Values - Raymond Zwerind*
	Have students read entire autobiography. Historical background is very helpful.	*I Am A Star: Child of the Holocaust - Inge Auerbacher*

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GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES	INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS
Recognize one can make a difference through individual choice and actions.	Activity 18: "What Can You Do In Your Home and School?" Activity 19: "What Can You Do In Your Community?" Activity 20: "What Can You Do As An American?"	*Being Fair and Being Free (ADL)*
	Listen to song and discuss the importance of change beginning with ourselves.	*Song: "I'm Startin' With the Man in the Mirror", - Michael Jackson*
	View film or read the book. Discuss how two thirteen-year-old girls in Austria, one Jewish and one whose parents are Nazi Party officials, become friends. The strains on their unusual friendship forces them to make choices. See Sample Lesson Plan.	*A Friendship in Vienna based on the book, The Devil in Vienna - Doris Orgel* *Au Revoir Les Enfants - Louis Malle*
	Read and discuss the courage Hannah shows while trying to rescue others in Hungary.	*Hannah Senesch: Her Life and Diary*
Understand the consequences of certain choices of human pain and human destruction.	View filmstrip and discuss how the author uses family photographs to tell the story of her family's attempt to escape from Nazi Germany.	*The Camera of My Family (ADL)*
	View film. Use material in teacher's manual.	*Through Our Eyes (ADL)*
	A 20 poster set giving historical overview of the Holocaust.	*ADL Poster Series: "The Holocaust 1933-1945".*
	Have a Survivor or Liberator come to class or see a video.	*Speaker Bureau and/or Living Witness Series from Watchung High School AV Center.*
	Have students create art work to be put on tiles for a Children's Wall of Remembrance at the museum in Washington D.C.	*The Wall of Remembrance: Teaching Guide Committee to Remember the Children and U.S. Holocaust Memorial Council*
	Ready-made materials for bulletin board.	*Holocaust Bulletin Board: The Sho'ah Baltimore Board of Jewish Education.*
	Use "Questions on the Holocaust", an excellent resource for a review and/or testing.	*Simon Weisenthal Center for Holocaust Studies, Los Angeles, California*

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Lesson Plan for The Island on Bird Street, Grades 7-8

Objectives: The student should be able to:

- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

Materials:

Book: The Island on Bird Street by Uri Orlev, Boston, Mass., Houghton Mifflin Co., 1983.

Book: Through Our Eyes by I. Tatelbaum, I.B.T. Publishing, Inc., Chicago, 1985.

Book: The Holocaust: A History of Courage and Resistance by Bea Stadtler, New York, Behrman House, 1973. Chpts. 7, 8 and 10.

Activities: Read the book.

Discussion questions:

1. Where does the story take place?
2. What happened to Alex's mother?
3. Where did Alex's father work?
4. What did Alex's father teach Alex about survival?
5. Describe the hiding place that Alex's father prepares?
6. What is the promise that Alex must keep to his father?
7. How does Alex find food and clothing?
8. Describe Alex's pet that keeps him company?
9. Why did Alex have to go to the Polish neighborhood?
10. Where is there an uprising?
11. Who is Bolek? How did he help Alex?
12. Why is Stashya so important to Alex?
13. Did Alex's father keep his promise?

Summary:

Can you describe a courageous person? When did you or someone you know show unusual courage? How was Alex able to remain alive?

Write an essay that describes Alex's character and courage. Draw Alex's hiding places.

Follow Up: Read another diary about the Warsaw Ghetto: The Cigarette Sellers of Three Crosses Square by Joseph Zieman, Lerner Publishing Co. (Available from ADL)

View the video or read Through Our Eyes by I. Tatelbaum.

Invite a Survivor to speak about their experience during the Warsaw ghetto.

Lesson Plan for The Devil in Vienna, Grades 7-8

Objectives: The student should be able to:

- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

Materials:

Book: The Devil in Vienna by Doris Orgel, New York: Dell, 1978.

Video: A Friendship in Vienna a Disney Channel Premier Film.

Book: The Holocaust: A History of Courage and Resistance by Bea Stadtler, Chapters 1-3 for historical background.

Introduction:

Create a class list of qualities that describe a "Best Friend"

Write an essay about your Best Friend that helped you in a time of danger or when you really seriously needed help.

Activities: Read the book or see the video.

Discussion questions:

1. How did Inge and Lise become best friends?
2. What happened in Austria, in 1939, that changed the entire country?
3. Describe how Inge's world changed so drastically.
4. What was happening in Lise's family that made it difficult for the girls to remain best friends?
5. Describe how their friendship was so unusual, at that time.
6. How does Lise help Inge's family escape?
7. What did Inge's Treasure Chest symbolize?

Summary:

Lise makes a choice to help her friend, Inge, and Inge's family.

What were the consequences fo Lise's behavior?

What were the key factors in making this decision?

Follow Up: Read other stories about Kristallnacht experiences: Richter, Hans Peter, Friedrich. New York: Dell, 1978.

Invite a survivor of Kristallnacht to give testimony.

See the Lesson Plan about Au Revoir les Enfants. Compare the friendship of Julien and Jean to Lise and Inge.

Lesson Plan for Au Revoir Les Enfants, Grades 7-8

Objectives: The student should be able to:

- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

Materials: Available from Social Studies School Service, Culver City, CA

Book: Au Revoir Les Enfants by Louis Malle.

Video: Au Revoir Les Enfants by Louis Malle, Orion, 1987.

Book: Lest Innocent Blood Be Shed: the Story of the Village of Les Chambon and How Goodness Happened There by Phillip Hallie.

Introduction:

Create a class list of qualities that describe a "Best Friend"

Write an essay about your Best Friend that helped you in a time of danger or when you really seriously needed help.

Activities: Read the book or see the video.

Discussion questions:

1. How was Jean treated when he arrived at the Boarding School?
2. Describe Jean and how he felt being in the school.
3. Can you describe Julien and his position in the class?
4. How did they become Best Friends?
5. Describe Describe the scene in the Restaurant. What was an example of prejudicial behavior? How did Julien's family react?
6. What was the secret that both Jean and Julien shared?
7. Who revealed the secret? Why did Joseph inform the S.S.?
8. How would you describe Father Jean? What happened to him and the others?

Follow Up:

Read other stories about the French Resistance.

Invite a survivor from France to give testimony.

See the Sample Lesson Plan about The Devil in Vienna. compare the friendship of Julien and Jean to Lise and Inge.

Read other books about the Righteous Ones: Raoul Wallenberg, Miep Gies, Oskar Schindler, and others.

GRADES 7-8

Books

Anger, Per. With Raoul Wallenberg in Budapest: Memories of the War Years in Hungary. Holocaust Library, 1981.
Story of one man's efforts to make a difference in the Holocaust.

Auerbacher, Inge. I Am A Star Child of the Holocaust. Prentice-Hall Books for Young Readers, division of Simon & Shuster, 1986.
The author was only 7-years-old in 1942, when her family was sent to Terezin. Only 100 children survived this camp. She was one of them.

Frank, Anne. Anne Frank, the Diary of a Young Girl. Washington Square Press, New York, 1972.
Anne Frank, translated from the Dutch by M.M. Mooyaart. A classic story of the Holocaust.

Holocaust Classroom Library. (available through Social Studies School Service, 10200 Jefferson Boulevard, P.O. Box 802, Culver City, CA 90232-0802.)
Collection includes the following titles:

I Am Rosemarie	15	Night
Twenty and Ten	Stolen Years	Upon the Head of the Goat
Anne Frank: Diary of a Young Girl	Friedrich	Upstairs Room

Leitner, Isabella. Fragments of Isabella. Dell Publications, New York, 1978.
On May 29, 1944, the Katz family began the journey to Auschwitz. not all of Isabella's family would survive the first "selection". Those who did heard their mother's final mandate, "Live!". Giving each other strength, courage, and love, they obeyed.

Jacovsen, Louise and Mary Furlong. "Heidi's Dilemma." from The Bystander's Dilemma. Zenger Publications (available through Social Studies School Service, Culver City, California.) 1980.
A collection of stories and classroom lessons using the format of a moral dilemma.

Meltzer, Milton. Never to Forget: The Jews of the Holocaust. Harper & Row, New York, 1976.
A useful text for studying the Holocaust by using eyewitness accounts.

Merti, Betty. Understanding the Holocaust. J. Weston Walch, Maine, 1982.
Worktext explains the facts and significance of the Holocaust, including background on anti-Semitism in history through the "Final Solution". Readings, activities, and resources are included.

Merti, Betty. The World of Anne Frank. J. Weston Walch, Maine, 1984.
Readings, activities, and resources which can be used on their own or in conjunction with reading Anne Frank's Diary.

Orgel, Doris. The Devil in Vienna. Oral Press, New York, 1978.
The moving story of two friends: Inge, who is Jewish, and Lise, who belongs to the Hitler Youth Movement at the insistence of her SS father. Their friendship endures Kristalnacht and separation.

Orlev, Uri. The Island on Bird Street. Houghton Mifflin Company, Boston, 1984.
Young Alex (only 11), left alone after his mother disappears and his father has been "selected" by the German Army, must struggle to survive in an abandoned building in the ghetto. Foraging for food and fuel, living in terror and loneliness, Alex lives on the hope of his father's promise to return.

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Richter, Hans Peter. Friedrich. Dell Publishing Co., New York, 1979.
This story about the friendship of a Jewish boy, Friedrich Schneider, and his German friend illustrates the determination of their friendship.

Rogasky, Barbara. Smoke and Ashes. Holiday House, New York, 1988.
A comprehensive historical overview of the Holocaust.

Scholl, Inge. The White Rose. Wesleyan Press, Middletown, CT, 1983.
White Rose was a group of German students, like Hans and Sophie Scholl, who protested the Nazi inhumanity because they refused to be silent.

Senesh, Hannah. Hannah Senesh, Her Life and Diary. Schocken, New York, 1972.
Hannah Senesh was born in Hungary and later emigrated to Palestine. During the war, she was parachuted into Nazi occupied Europe to save Jews. However, she was caught and killed. She left a legacy of heroism.

Stevens, Larry. The Propaganda Kit. Anti-Defamation League of B'nai B'rith, New York, .
Twenty-six propaganda techniques are introduced to students through the various activities and exercises.

Suhl, Yuri, ed. They Fought Back: The Story of Jewish Resistance in Nazi Europe. Schocken, New York, 1975.
These 33 stories of 12 people, both Jews and non-Jews, all under the age of 20, who express their desire to survive.

Tatelbaum, I. Through Our Eyes. I.B.T. Publishing, Inc., Chicago, 1985.
A comprehensive study of the Holocaust through eye witness accounts of children. Comes with a study guide. Video available.

Zwerin, Raymond A. Rabbi. The Holocaust: Study in Values. Alternatives in Religious Education, Inc., Colorado, 1976.
Book and cassette tapes on moral dilemmas with discussion questions.

Periodical Publication

Keeping Posted. Union of American Hebrew Congretations, New York, 1978.

Vol. XXIII	#4	Jan. 1978.	Art of Holocaust.
Vol. XXI	#5	Feb. 1976.	Aspects of the Holocaust and Hitler's War Against the Jews.
Vol. XXV			Children of the Holocaust.
Vol. XXX	#5		Survivors.
Vol. XXIV	#2	Oct. 1978.	The Christian Conscience.
Vol. XXVI	#1		Wanted: For Crimes Against Humanity.

Educational Program Kit. "One to One" Teaching Module

Gurewitsch, Brana, ed. "I Too Had Dreams of A Bright Future: True Experiences of Children Who Survived the Holocaust." Center for Holocaust Studies, Brooklyn, New York, 11230. 1988.
Six children who survived the Holocaust tell their stories.

Benamy, Avivah, "True Experiences of children Who Survived the Holocaust." Teacher's guide for student handbook. "One to One" lyrics by Inge Auerbach; music by James Donenfeld. Audiocassette for teaching module. 1984.

Audiovisual Materials

Au Revoir Les Enfants. by Louis Malle. Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, 10017, 1986.

The Courage to Care.
28 minute film or videotape that shows the courage of the Righteous Gentiles who helped Jews during the Holocaust.

The Camera of My Family. Anti-Defamation League of B'nai B'rith, 1978.
18.5 minute filmstrip/cassette or videotape telling the story of an upper middle class German family revealed through the family collection of photographs by Catherine Hahnf Noren.

Dupont, Henry and Christine. Increasing Awareness of Values. American Guidance Services, Circle Pines, MN 55104. Filmstrip/cassette series.
The role of personal values in making choices and decisions.
Series titles include:
"Communication and Problem Solving Skills"
"Encouraging Openess and Trust"
"Verbal and Non-verbal Communication of Feelings"
"Needs, Goals, and Expectations"
"Increasing Awareness of Values"

Miracle at Moreaux. Atlantis Films Ltd., WQED-TV, Pittsburgh, PA.
A nun, Catholic students and a Nazi soldier grapple with many decisions bdfore deciding to attempt to save three Jewish children in Nazi-occupied France.

Poster series. The Holocaust, 1933-45. Anti-Defamation League of B'nai B'rith, New York.
Photographic posters from the Holocaust.

Resistance. (available from Anti-Defamation League of B'nai B'rith). Board of Jewish Education N.Y. and Yivo Institute, New York, 1976.
A filmstrip and teaching guide.

Songs

Jackson, Michael. "Man in the Mirror." Album Bad, Epic Records, Producer Quincy Jones, Co-Producer Michael Jackson, 1987.

Simon and Garfunkel. "Sounds of Silence." Album Sounds of Silence, Columbia Records, 1968.

Warwick, Dionne. "That's What Friends Are For." Album Friends, Arista Records, 1985.

PROFESSIONAL RESOURCE MATERIALS

Being Fair and Being Free. Anti-Defamation League of B'nai B'rith, New York, 1986.
An educational program of 20 lessons about the various forms and consequences of prejudice. For secondary students.

Byrnes, Deborah A., Ph.D. Teacher, They Called Me A ..... Prejudice and Discrimination in the Classroom. Anti-Defamation League of B'nai B'rith, New York, 1987.
A handbook for elementary teachers with 69 activities that raise children's awareness, understanding, and tolerance of differences.

Muffs, Judith Herschleg. The Holocaust in Books and Films: A Selected Annotated List. Anti-Defamation League of B'nai B'rith, New York, 1982.
Good selection of materials available with brief description.

Shiman, David, et al. The Prejudice Book. Anti-Defamation League of B'nai B'rith, New York, 1989.
Classroom acitivites to help students understand how prejudice affects our society.

The Wonderful World of Difference. Anti-Defamation League of B'nai B'rith, New York, 1986.
An educational program of 20 lessons for grades K-8 that introduces the concept of prejudice which occurs when differences are not accepted or understood.

Grunfeld, Frederick V., ed. Games of the World. Holt Rinehart Winston, Inc., New York, 1975.
A collection of games from all time periods and areas of the world. Description and background of games included.

Lipson, Greta Barclay and Jane A. Romatowski. Ethnic Pride. (A Good Apple Idea Book for Grades 4-9). Good Apple, Inc., Box 299 Carthage, Illinois 62321-0299, 1983.
Activities and cultural information for exploring ethnic heritage.

Roths, Louis E. Dr. Exploring Moral Values. Warren School Productions, Inc., Prentice-Hall Co., Pleasantville, New York, 10570, 1969. (A-V materials)

Holocaust Bulletin Board. The Sho'ah. Aaron M. Leibae Resource Center, Baltimore Board of Jewish Education.

The Wall of Remembrance: Teaching Guide. The Committee to Remember the Children, The U.S. Holocaust Memorial Council, 2000 L Street NW, Suite 588, Washington, D.C. 20036-4907.

Farney, Sarah. Developing Thinking Skills. Scholastic, Inc., New York, 1981.
Collection of activities designed to develop and improve student thinking and writing skills.

Spring, Michael, ed. Values: A Collection of Prose and Poetry on the Themes of Values. Scholastic, Inc., New York, .
Readings and discussion questions from multi-ethnic sources.

Critical Thinking A. Scholastic Inc., New York, 1978.
Lesson plans, duplicator material, and transparencies for teaching students lessons in critical thinking.

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SUGGESTED RESOURCES FOR OBTAINING MATERIALS

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, New York 10017

Center for Studies on the Holocaust
Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, New York 10017

Learning Resource Center
New Jersey State Department of Education
Contact you local school district for availability of these materials in your area.

Social Studies School Service
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232-0802

New England School Supply
Division of Chaselle, Inc.
609 Silver Street
Agawam, Massachusettes 01001

Simon Wiesenthal Center
9760 West Pico Boulevard
Los Angeles, CA 90035-4792
(213) 553-9306 Fax: (213) 553-8007